

**Texas Education Agency
Standard Application System (SAS)**

| 2014-2016 Technology Lending Program Grant | | |
|---|--|---|
| Program authority: | General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32 | FOR TEA USE ONLY <small>Write NOGA ID here:</small> <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> Received Texas Education Agency May -9 11:49 Document Control Center </div> |
| Grant period: | October 1, 2014, to August 31, 2016 | |
| Application deadline: | 5:00 p.m. Central Time, May 13, 2014 | <small>Place date stamp here.</small> |
| Submittal information: | Four complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494 | |
| Contact information: | Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400 | |

Schedule #1—General Information

Part 1: Applicant Information

| | | | |
|--------------------|-------------------|-----------------------------|-------------------|
| Organization name | County-District # | Campus name/# | Amendment # |
| San Benito CISD | 031-912 | Dr. Raul Garza | |
| Vendor ID # | ESC Region # | US Congressional District # | DUNS # |
| | 01 | 34 | 831317463 |
| Mailing address | | City | State ZIP Code |
| 240 N Crockett St. | | San Benito | TX 78586- |

Primary Contact

| | | | |
|--------------|-------------------|-----------|------------------------|
| First name | M.I. | Last name | Title |
| Ismael | | Cantu | Interim-Superintendent |
| Telephone # | Email address | | FAX # |
| 956-361-6100 | icantu@sbcisd.net | | 956-361-6202 |

Secondary Contact

| | | | |
|--------------|------------------------|------------|--------------|
| First name | M.I. | Last name | Title |
| Benny | | Villarreal | Technology |
| Telephone # | Email address | | FAX # |
| 956-261-6402 | bvillarreal@sbcisd.net | | 956-361-6936 |

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

| | | | |
|--------------------------------|-------------------|-----------|------------------------|
| First name | M.I. | Last name | Title |
| Ismael | | Cantu | Interim-Superintendent |
| Telephone # | Email address | | FAX # |
| 956-361-6110 | icantu@sbcisd.net | | 956-361-6202 |
| Signature (blue ink preferred) | | | Date signed |



Only the legally responsible party may sign this application.

5/8/2014

701-14-107-037

Schedule #1—General Information (cont.)

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

| Schedule # | Schedule Name | Application Type | |
|------------|---|-------------------------------------|-------------------------------------|
| | | New | Amended |
| 1 | General Information | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2 | Required Attachments and Provisions and Assurances | <input checked="" type="checkbox"/> | N/A |
| 4 | Request for Amendment | N/A | <input checked="" type="checkbox"/> |
| 5 | Program Executive Summary | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 6 | Program Budget Summary | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 8 | Professional and Contracted Services (6200) | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 9 | Supplies and Materials (6300) | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 10 | Other Operating Costs (6400) | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 11 | Capital Outlay (6600/15XX) | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 12 | Demographics and Participants to Be Served with Grant Funds | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 13 | Needs Assessment | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 14 | Management Plan | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 15 | Project Evaluation | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 16 | Responses to Statutory Requirements | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 17 | Responses to TEA Requirements | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

| # | Applicant Type | Name of Required Fiscal-Related Attachment |
|---|---|--|
| No fiscal-related attachments are required for this grant. | | |
| # | Name of Required Program-Related Attachment | Description of Required Program-Related Attachment |
| No program-related attachments are required for this grant. | | |

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

| X | Acceptance and Compliance |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the General and Fiscal Guidelines. |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the program guidelines for this grant. |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with all General Provisions and Assurances requirements. |
| <input checked="" type="checkbox"/> | I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements. |

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

| # | Provision/Assurance |
|-----|---|
| 1. | The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy. |
| 2. | The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public. |
| 3. | The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device. |
| 4. | The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home. |
| 5. | The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school. |
| 6. | The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es). |
| 7. | The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation. |
| 8. | The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment. |
| 9. | The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills. |
| 10. | The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the application is submitted to TEA on the application due date, the application is not eligible to be funded. |
| 11. | The applicant assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year. |
| 11. | The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan. |
| 12. | The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. |
| 13. | The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-February 1, 2015), and that 100% of the funds will be expended no later than the end of the 1 st year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016. |
| 14. | The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data. |

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Schedule #4—Request for Amendment

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration Grant Management Resources page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

| | | | A | B | C | D |
|----|-------------------------------------|--------------------------|---|-------------------|-----------------|--------------------|
| # | Schedule # | Class/ Object Code | Grand Total from Previously Approved Budget | Amount Deleted | Amount Added | New Grand Total |
| 2. | Schedule #8: Contracted Services | 6200 | \$ | \$ | \$ | \$ |
| 3. | Schedule #9: Supplies and Materials | 6300 | \$ | \$ | \$ | \$ |
| 4. | Schedule #10: Other Operating Costs | 6400 | \$ | \$ | \$ | \$ |
| 5. | Schedule #11: Capital Outlay | 6600/ 15XX | \$ | \$ | \$ | \$ |
| 6. | Total direct costs: | | \$ | \$ | \$ | \$ |
| 7. | Indirect cost (%): | | \$ | \$ | \$ | \$ |
| 8. | Total costs: | | \$ | \$ | \$ | \$ |

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

Part 4: Amendment Justification

| Line # | # of Schedule Being Amended | Description of Change | Reason for Change |
|--------|-----------------------------|-----------------------|-------------------|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| 7. | | | |

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The San Benito Consolidated District proposes to plan and design; develop, and implement a coordinated, campus initiative, to include standards, policies, and programs to support and provide equitable access to quality adopted digital content, courses, instructional material, and professional development delivered via online, digital technology, and a variety of distance learning technologies. The campus staff adequately prepared to administer the program and ensure successful implementation. The three parts of the grant requirement to be included are:

1. **SBCISD is either already using or planning to use the Adopted digital instructional materials during the 2014-15 school year.**
2. **The Digital supplementary Materials** will include computer software, magnetic media, DVD, CD-ROM, computer courseware, on-line services, or electronic medium or other means of conveying information to the student or otherwise contributing to the learning process through electronic means, including open-source instructional material.
3. **The Foundational Subject Areas of focus for the grant are Mathematics and Science.**

SBCISD will implement a Technology Lending Program at the Dr. Raul Garza, Jr. Elementary Campus to reinforce the Core Content areas of Math and Science. Dr. Garza students are **92.2% economically disadvantaged** as opposed to the State at **60.4%** and 100% of the Campus children are Hispanic; whereas in this majority minority state 50.8% of students are Hispanic. The campus also has a significantly higher At-Risk population than Texas with 74.6% compared to 45.4%. Dr. Garza Elementary was chosen as the project site based on its leadership development and infrastructure readiness as per the Texas Campus StaR Chart. The campus infrastructure and administrative structure lends itself to implement a project allowing students to check out technology hand held equipment and use it for anytime, anywhere access (24/7) to extend learning sessions beyond campus walls. The grant will target the 5th grade level students to deliver adopted digital content in the core foundation areas of Math and Science.

To ensure equitable access to lending technology and internet access for all students, a survey was completed to get an accurate count of children in need of connectivity at home. The survey was instrumental in determining the technology needs of their students. Enough mobile devices and other technologies will be requested to include a 1:1 dedicated device for each student. In addition, those without internet access will be issued an internet device to take home. The plan insures that economically disadvantaged students and students with disabilities are included in the provision of services available to all students without regard to their economic status and/or physical or mental impairment. Furthermore, students with special needs may require reasonable accommodations and those situations will be assessed on an individual basis.

Once the equipment is received, it will be catalogued and become property of the district and therefore will be accounted for in accordance with district policy and will be insured the same as other such equipment. Grant funds will not be used to replace lost, stolen, or damaged equipment; however, the district will pay the fee for repairs if the parents cannot afford to do so.

Prior to the grant implementation, district administration will ensure that appropriate professional development has already been provided for teachers in the use of digital content or appropriate professional development will be provided within the first three months of the grant period (October 1 - December 31, 2014) to prepare for grant implementation. The proper professional development activities have already been identified and scheduled for this period and the grant director will ensure the training takes place and staff is attending accordingly. Additional Professional Development is scheduled beyond the first three months however, it will be related to Project Evaluation and Reaching the Major Goal. This will help to keep the program running smoothly and ensure feedback and continuous improvement throughout the grant period.

At least half of the grant funds will be spent within the first four months of the grant period (October 1, 2014-February 1, 2015) to ensure program effectiveness; and 100% of the funds will be expended no later than the end of the 1st year of the grant period, or by August 31, 2015. This will ensure full program implementation through August 31, 2016.

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By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

By accepting grant funding, the district agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. Evaluation systems and processes already in place will be further developed to collect and report the required data to measure performance outcomes.

SBCISD has an approved 2013-2014 district technology plan on file with TEA. The new plan, 2013-2016 will guide the district's technology advancement for the next three years of the 21st Century. This provides the district direction to maintain, update and improve technology availability, utilization, infrastructure and telecommunication. The goals and expected outcomes of the plan are directly aligned with the State Board of Education Long-Range Plan for Technology (LRPT) 2006-2020. All students in the District are encouraged to participate in all programs intended to lead toward accomplishment in meeting the objectives of the District technology plan as outlined below:

- **GOAL 1: Teaching and Learning-** to provide environment and tools that encourage curriculum enhancement through the integration of innovative and emerging technologies that transform the teaching processes and improve student achievement.
- **GOAL 2: Educator Preparation and Development-** for district and the campuses to provide standard-based intensive professional development rooted in the core vision, not simply around technology for its own sake, to empower every teacher, principal, and administrator with technological-fluency.
- **GOAL 3: Administration and Support Services-** to provide effective leadership anchored in solid educational objectives in integrating technology into teaching and learning, and improving effectiveness and efficiency of the infrastructure.
- **GOAL 4: Infrastructure for Technology-** to provide a secure, cost-efficient, effective, and safe educational technology infrastructure to all SBCISD students and educators.

In essence, the summary of San Benito CISD technology goal is to improve, update and maintain infrastructure. The cyber infrastructure merges technology, data, and human resources into a seamless whole. In addition, curriculum design, instructional strategies, and learning environments integrate appropriate technologies to maximize learning and teaching and to increase productivity. Furthermore, technology lending and use of electronic instructional materials are incorporated into the district's technology plan.

The Technology Lending Program address these four technology goals as outlined in the Campus STaR Chart and will ensure the campus will be one or more steps closer to attaining Target Tech status one goal at a time. Dr. Raul Garza is at 64% toward achieving that ultimate goal. The 2012-2013 STaR Chart indicates the Dr. Garza Elementary is at Advanced Tech status in Teaching and Learning and in Developing Tech in Educator Preparation and Development. The campus is more than halfway toward Target Tech status in all areas and a good breeding ground for technological advancement.

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By TEA staff person:

Schedule #6—Program Budget Summary

| County-district number or vendor ID: 031-912 | | | Amendment # (for amendments only): | | |
|---|---|--------------------------|------------------------------------|---------------|---------------------------|
| Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32 | | | | | |
| Grant period: October 1, 2014, to August 31, 2016 | | | Fund code: 410 | | |
| Budget Summary | | | | | |
| Schedule # | Title | Class/ Object Code | Program Cost | Admin Cost | Total Budgeted Cost |
| Schedule #8 | Professional and Contracted Services (6200) | 6200 | \$ | \$ | \$ 18,733 |
| Schedule #9 | Supplies and Materials (6300) | 6300 | \$ | \$ | \$ 42,765 |
| Schedule #10 | Other Operating Costs (6400) | 6400 | \$ | \$ | \$ 500 |
| Schedule #11 | Capital Outlay (6600/15XX) | 6600/ 15XX | \$ | \$ | \$ 38,000 |
| Total direct costs: | | | \$ | \$ | \$ |
| Percentage% indirect costs (see note): | | | N/A | \$ | \$ |
| Grand total of budgeted costs (add all entries in each column): | | | \$ | \$ | \$99,998 |
| Administrative Cost Calculation | | | | | |
| Enter the total grant amount requested: | | | | | \$ |
| Percentage limit on administrative costs established for the program (15%): | | | | | × .15 |
| Multiply and round down to the nearest whole dollar. Enter the result. | | | | | \$ |
| This is the maximum amount allowable for administrative costs, including indirect costs: | | | | | \$ |

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

| | |
|---|----------------------|
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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

| Expense Item Description | | Grant Amount Budgeted |
|---|---|-----------------------|
| 6269 | Rental or lease of buildings, space in buildings, or land Specify purpose: | \$ |
| 6299 | Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose: | \$ |
| 62XX | ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply: | \$ |
| | <input type="checkbox"/> Salaries/benefits <input type="checkbox"/> Other: | |
| | <input type="checkbox"/> Networking (LAN) <input type="checkbox"/> Other: | |
| | <input type="checkbox"/> Computer/office equipment lease <input type="checkbox"/> Other: | |
| | <input type="checkbox"/> Building use <input type="checkbox"/> Other: | |
| | <input type="checkbox"/> Copier/duplication services <input type="checkbox"/> Other: | |
| | <input type="checkbox"/> Telephone <input type="checkbox"/> Other: | |
| | <input type="checkbox"/> Administrative <input type="checkbox"/> Other: | |
| a. Subtotal of professional and contracted services (6200) costs requiring specific approval: | | \$0 |

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

| # | Description of Service and Purpose | Check If Subgrant | Grant Amount Budgeted |
|---|--|--------------------------|-----------------------|
| 1 | APA + Maintenance Agreement Insurance for equipment 73@ \$99 | <input type="checkbox"/> | \$7,227 |
| 2 | Internet access Plan for students 10@ \$990 for 2 years | <input type="checkbox"/> | \$9,900 |
| 3 | Other Web base academic instruction plan 73 @ \$22.00 | <input type="checkbox"/> | \$1,606 |
| 4 | | <input type="checkbox"/> | \$ |
| 5 | | <input type="checkbox"/> | \$ |
| 6 | | <input type="checkbox"/> | \$ |
| 7 | | <input type="checkbox"/> | \$ |
| 8 | | <input type="checkbox"/> | \$ |
| 9 | | <input type="checkbox"/> | \$ |
| 10 | | <input type="checkbox"/> | \$ |
| b. Subtotal of professional services, contracted services, or subgrants less than \$10,000: | | | \$18,733 |

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

| | | |
|---------------------------------|--|--|
| Specify topic/purpose/service: | | <input type="checkbox"/> Yes, this is a subgrant |
| Describe topic/purpose/service: | | |
| 1 | Contractor's Cost Breakdown of Service to Be Provided | |
| | Contractor's payroll costs | # of positions: |
| | Contractor's subgrants, subcontracts, subcontracted services | |
| | Contractor's supplies and materials | |
| | Contractor's other operating costs | |
| | Contractor's capital outlay (allowable for subgrants only) | |
| | Total budget: | |

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Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID: 031-912

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

| | | | |
|---------------|--|-----------------|--|
| 2 | Specify topic/purpose/service: | | <input type="checkbox"/> Yes, this is a subgrant |
| | Describe topic/purpose/service: | | |
| | Contractor's Cost Breakdown of Service to Be Provided | | Grant Amount Budgeted |
| | Contractor's payroll costs | # of positions: | \$ |
| | Contractor's subgrants, subcontracts, subcontracted services | | \$ |
| | Contractor's supplies and materials | | \$ |
| | Contractor's other operating costs | | \$ |
| | Contractor's capital outlay (allowable for subgrants only) | | \$ |
| Total budget: | | \$ | |
| 3 | Specify topic/purpose/service: | | <input type="checkbox"/> Yes, this is a subgrant |
| | Describe topic/purpose/service: | | |
| | Contractor's Cost Breakdown of Service to Be Provided | | Grant Amount Budgeted |
| | Contractor's payroll costs | # of positions: | \$ |
| | Contractor's subgrants, subcontracts, subcontracted services | | \$ |
| | Contractor's supplies and materials | | \$ |
| | Contractor's other operating costs | | \$ |
| | Contractor's capital outlay (allowable for subgrants only) | | \$ |
| Total budget: | | \$ | |
| 4 | Specify topic/purpose/service: | | <input type="checkbox"/> Yes, this is a subgrant |
| | Describe topic/purpose/service: | | |
| | Contractor's Cost Breakdown of Service to Be Provided | | Grant Amount Budgeted |
| | Contractor's payroll costs | # of positions: | \$ |
| | Contractor's subgrants, subcontracts, subcontracted services | | \$ |
| | Contractor's supplies and materials | | \$ |
| | Contractor's other operating costs | | \$ |
| | Contractor's capital outlay (allowable for subgrants only) | | \$ |
| Total budget: | | \$ | |
| 5 | Specify topic/purpose/service: | | <input type="checkbox"/> Yes, this is a subgrant |
| | Describe topic/purpose/service: | | |
| | Contractor's Cost Breakdown of Service to Be Provided | | Grant Amount Budgeted |
| | Contractor's payroll costs | # of positions: | \$ |
| | Contractor's subgrants, subcontracts, subcontracted services | | \$ |
| | Contractor's supplies and materials | | \$ |
| | Contractor's other operating costs | | \$ |
| | Contractor's capital outlay (allowable for subgrants only) | | \$ |
| Total budget: | | \$ | |

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By TEA staff person:

| Schedule #8—Professional and Contracted Services (6200) | | | |
|---|--|---|--|
| County-District Number or Vendor ID: 031-912 | | Amendment number (for amendments only): | |
| Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.) | | | |
| 6 | Specify topic/purpose/service: | | <input type="checkbox"/> Yes, this is a subgrant |
| | Describe topic/purpose/service: | | |
| | Contractor's Cost Breakdown of Service to Be Provided | | Grant Amount Budgeted |
| | Contractor's payroll costs | # of positions: | \$ |
| | Contractor's subgrants, subcontracts, subcontracted services | | \$ |
| | Contractor's supplies and materials | | \$ |
| | Contractor's other operating costs | | \$ |
| | Contractor's capital outlay (allowable for subgrants only) | | \$ |
| Total budget: | | \$ | |
| 7 | Specify topic/purpose/service: | | <input type="checkbox"/> Yes, this is a subgrant |
| | Describe topic/purpose/service: | | |
| | Contractor's Cost Breakdown of Service to Be Provided | | Grant Amount Budgeted |
| | Contractor's payroll costs | # of positions: | \$ |
| | Contractor's subgrants, subcontracts, subcontracted services | | \$ |
| | Contractor's supplies and materials | | \$ |
| | Contractor's other operating costs | | \$ |
| | Contractor's capital outlay (allowable for subgrants only) | | \$ |
| Total budget: | | \$ | |
| 8 | Specify topic/purpose/service: | | <input type="checkbox"/> Yes, this is a subgrant |
| | Describe topic/purpose/service: | | |
| | Contractor's Cost Breakdown of Service to Be Provided | | Grant Amount Budgeted |
| | Contractor's payroll costs | # of positions: | \$ |
| | Contractor's subgrants, subcontracts, subcontracted services | | \$ |
| | Contractor's supplies and materials | | \$ |
| | Contractor's other operating costs | | \$ |
| | Contractor's capital outlay (allowable for subgrants only) | | \$ |
| Total budget: | | \$ | |
| c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000: | | \$0 | |
| a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval: | | \$0 | |
| b. Subtotal of professional services, contracted services, or subgrants less than \$10,000: | | \$18,733 | |
| c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000: | | \$0 | |
| d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval: | | \$0 | |
| (Sum of lines a, b, c, and d) Grand total | | \$18,733 | |

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)

| | | | | | | |
|--|---|--|---|-----------------|---|---|
| County-District Number or Vendor ID: 031-912 | | | | | Amendment number (for amendments only): | |
| Expense Item Description | | | | | | |
| 63XX | ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply: | | | | | Grant Amount Budgeted |
| | <input type="checkbox"/> Print shop fees | <input type="checkbox"/> Technology-related supplies | \$ | | | |
| | <input type="checkbox"/> Postage | <input type="checkbox"/> Other: | | | | |
| | <input type="checkbox"/> Copy paper | <input type="checkbox"/> Other: | | | | |
| 6399 | Technology Hardware—Not Capitalized | | | | | |
| | # | Type | Purpose | Quantity | Unit Cost | Grant Amount Budgeted |
| | 1 | Elmos Document Camera | To project and present documents, plans, drawings and objects for lessons | 3 | \$500 | 1,500 2,700 1,200 13,140 7,800 6,570 |
| | 2 | EiKi Projector | To project lessons on screen | 3 | \$900 | |
| | 3 | Wireless Printer | To allow ease of printing | 3 | \$400 | |
| | 4 | Wireless headphone | For individual work for students | 73 | \$180 | |
| | 5 | Power Cart | To charge and sync handheld or iOS devices (with connector) | 3 | \$2600 | |
| | 6 | Mobile device Keyboards | For handheld mobile devices | 73 | \$90 | |
| 6399 | Technology software—Not capitalized | | | | | \$32,910 |
| 6399 | Supplies and materials associated with advisory council or committee | | | | | \$ |
| Subtotal supplies and materials requiring specific approval: | | | | | \$0 | |
| Remaining 6300—Supplies and materials that do not require specific approval: Productivity applications-73@ \$85.00 each= \$6,205 Mobile device covers- 73@\$50 each= \$3,650 | | | | | \$9,855 | |
| Grand total: | | | | | \$42,765 | |

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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| Schedule #10—Other Operating Costs (6400) | | | |
|---|---|---------------------------------|---|
| County-District Number or Vendor ID: 031-912 | | | Amendment number (for amendments only): |
| Expense Item Description | | | Grant Amount Budgeted |
| 64XX | ESC charges as per approved cost allocation plan, such as internal service fund. To be used by ESC when ESC is the applicant. Check all that apply: | | \$ |
| | <input type="checkbox"/> ESC-owned vehicle usage | <input type="checkbox"/> Other: | |
| | <input type="checkbox"/> Insurance | <input type="checkbox"/> Other: | |
| 6411 | Out-of-state travel for employees (includes registration fees) | | \$ |
| | Specify purpose: | | |
| 6412 | Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. | | \$ |
| | Specify purpose: | | |
| 6413 | Stipends for non-employees (specific approval required only for nonprofit organizations) | | \$ |
| | Specify purpose: | | |
| 6419 | Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations | | \$ |
| | Specify purpose: | | |
| 6411/ 6419 | Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees | | \$ |
| | Specify purpose: | | |
| 6429 | Actual losses that could have been covered by permissible insurance | | \$ |
| 6490 | Indemnification compensation for loss or damage | | \$ |
| 6490 | Advisory council/committee travel or other expenses | | \$ |
| 6499 | Membership dues in civic or community organizations (not allowable for university applicants) | | \$ |
| | Specify name and purpose of organization: | | |
| 6499 | Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) | | \$ |
| | Specify purpose: | | |
| Subtotal other operating costs requiring specific approval: | | | \$ |
| Remaining 6400—Other operating costs that do not require specific approval: Shipping costs for equipment | | | \$500 |
| Grand total: | | | \$500 |

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)

| County-District Number or Vendor ID: 031-912 | | | Amendment number (for amendments only): | |
|---|--|----------|---|-----------------------|
| 15XX is only for use by charter schools sponsored by a nonprofit organization. | | | | |
| # | Description/Purpose | Quantity | Unit Cost | Grant Amount Budgeted |
| 6669/15XX—Library Books and Media (capitalized and controlled by library) | | | | |
| 1 | | N/A | N/A | \$ |
| 66XX/15XX—Technology hardware, capitalized | | | | |
| 2 | WiFi mobile devices | 63 | \$500 | \$31,500 |
| 3 | Mobile devices with Internet access/Anywhere | 10 | \$650 | \$6,500 |
| 4 | | | \$ | \$ |
| 5 | | | \$ | \$ |
| 6 | | | \$ | \$ |
| 7 | | | \$ | \$ |
| 8 | | | \$ | \$ |
| 9 | | | \$ | \$ |
| 10 | | | \$ | \$ |
| 11 | | | \$ | \$ |
| 66XX/15XX—Technology software, capitalized | | | | |
| 12 | | | \$ | \$ |
| 13 | | | \$ | \$ |
| 14 | | | \$ | \$ |
| 15 | | | \$ | \$ |
| 16 | | | \$ | \$ |
| 17 | | | \$ | \$ |
| 18 | | | \$ | \$ |
| 66XX/15XX—Equipment, furniture, or vehicles | | | | |
| 19 | | | \$ | \$ |
| 20 | | | \$ | \$ |
| 21 | | | \$ | \$ |
| 22 | | | \$ | \$ |
| 23 | | | \$ | \$ |
| 24 | | | \$ | \$ |
| 25 | | | \$ | \$ |
| 26 | | | \$ | \$ |
| 27 | | | \$ | \$ |
| 28 | | | \$ | \$ |
| 66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life | | | | |
| 29 | | | | \$0 |
| | | | Grand total: | \$38,000 |
| | | | Grant Total | \$99,998 |

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:

| Category | Number | Percentage | Category | Percentage |
|----------------------------------|--------|------------|---|------------|
| African American | 0 | N/A | Attendance rate | 97.06% |
| Hispanic | 73 | N/A | Annual dropout rate (Gr 9-12) | % |
| White | 0 | N/A | TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator) | N/A |
| Asian | 0 | N/A | TAKS commended 2011 performance, all tests (sum of all grades tested) | N/A |
| Economically disadvantaged | 65 | 96% | Students taking the ACT and/or SAT | N/A |
| Limited English proficient (LEP) | 27 | 40% | Average SAT score (number value, not a percentage) | N/A |
| Disciplinary placements | | % | Average ACT score (number value, not a percentage) | N/A |

Comments

Part 2: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

| School Type | PK (3-4) | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|--------------------------------|----------|---|---|---|---|---|----|---|---|---|---|----|----|----|-------|
| Public | | | | | | | 73 | | | | | | | | 73 |
| Open-enrollment charter school | | | | | | | | | | | | | | | |
| Public institution | | | | | | | | | | | | | | | |
| Private nonprofit | | | | | | | | | | | | | | | |
| Private for-profit | | | | | | | | | | | | | | | |
| TOTAL: | | | | | | | 73 | | | | | | | | 73 |

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Schedule #13—Needs Assessment

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized.

San Benito Consolidated Independent School District conducted a needs assessment within the district to determine the needs of the campuses. The District has many needs. One hundred percent of its students receive free or reduced lunch. The AEIS data reflect 82.9% of District students are economically disadvantaged and at Dr. Garza Elementary – 92.2%, as opposed to Texas' at 60.4%. In addition, the Campus and District have significantly higher rates of LEP, At Risk, and Hispanic students than the State on average. Furthermore, students are not performing to state standards. Data were extracted from various sources such as the AEIS reports; Texas District and Campus STAR charts, teacher report cards and technology infrastructure, as well as school leadership were taken into account. Campus, grades on Core Area Subjects and performance accountability were all taken into consideration to determine the needs. Next, requirements of the grant were measured against the campus' positions and status. In addition, the ability and capacity to implement a successful grant program that will deliver the expected outcomes was considered and discussed. The District Technology Director and Dr. Garza Principal collected the data and made a determination that the Dr. Garza Elementary School campus was the ideal site for a Technology Lending Program. A survey was sent out to families and parents of the 4th grade Dr. Garza students who will be in 5th Grade next year. Of the 73 questionnaires sent out, 62 responded; of those, 36 had Wireless Internet; 21 with hotspots; 2 Dial-ups; and 8 have no internet access.

Table 1: Demographic Indicators

| | TX (%) | District (%) | Dr. Garza EL 4 th Grade (%) |
|----------------------------|--------|--------------|--|
| Economically Disadvantaged | 60.4% | 82.9% | 92.2% |
| LEP | 16.8% | 23.3% | 27.8% |
| At-Risk | 45.4% | 57.8% | 74.6% |
| Hispanic | 50.8% | 98.9% | 100% |
| Ratio of Students | 15.4:1 | 15.4:1 | 16.8:1 |

The information gleaned was compared with academic and demographic factors considered as indicators of suitability for the program. Dr. Garza Elementary has the perfect environment to cultivate a technology-lending program as the campus meets the pre-requisites for eligibility based on grant guidelines. Until the Sullivan Elementary lending grant in 2012, there was no established lending equipment program available to students. However, the Campus STaR Chart (School Technology and Readiness) aligns with the Texas *Long-Range Plan for Technology, 2006-2020* and supports the decision to use Dr. Garza Elementary as a technology-lending site. The Texas Campus STaR Chart tool designed for use in technology planning, budgeting for resources, and evaluation of progress in local technology projects is used by teachers for self-assessing. The STaR Chart indicated this campus is at **Advanced Tech, Level 3** in Key Area III-Leadership, Administration, and Instructional support with 3's across all Focus Areas. It is also in **Advanced Tech** for Infrastructure and Technology with Internet Access, Connectivity, and Speed; and Technical support; and in Teaching and Learning with TEKS Implementation and Content Area; Educator Preparation and Development is in **Developing Tech** stage. **The campus is ready at 64% toward Target Tech.**

At the last TAKS administration in 2011, Dr. Garza 5th Grade students were performing below State standards in all areas; below District in Science and below state and district in All Tests. With the integration of technology for personal student use and supplemental digital content acquisition, the campus should be on its way to making significant progress toward Target Tech status in the Campus STaR chart and meeting its long-term technology goals in all areas.

| Table 2: Academic Indicators 2010-2011 | | | |
|---|---|--------------|--|
| | TX (%) | District (%) | Dr. Garza EL 5 th Grade (%) |
| TAKS | Grade 5-First Administration (English) | | |
| Reading | 87 | 80 | 80 |
| Mathematics | 86 | 77 | 80 |
| Science | 86 | 85 | 80 |
| All Tests | 76 | 67 | 60 |

To ensure that grant objectives are met and the instructional materials are used effectively, the District is cognizant of the need to provide sustained and intensive, high-quality professional development. Dr. Garza's campus STaR Chart indicates the elementary school campus is strongest in its Leadership, Administration, and Instructional Support component than the other three Key Areas. The grant will capitalize on the strong campus leadership under the direction of Ms. Elsa Lambert and the infrastructure already in place to design and implement an effective technology-lending program.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority.

Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Identified Need | How Implemented Grant Program Would Address |
|----|---|---|
| 1. | SBCISD- % AT PHASE-IN 1 LEVEL II OR ABOVE | Ensure 24/7 access to technology-based learning for all 5 th Grade students by providing appropriate devices, services, and support to improve academic performance. Focus subject Core Areas will be Math and Science at the Dr. Garza campus. Since Reading is the basis for all subjects, Reading will also be enhanced. Overall the TLPG will address the performance in the District below State level. |
| | STAAR 2012-2013 Dr. Garza Elementary Report Card | |
| | Texas | |
| | District | |
| | Campus | |
| | All Subjects | |
| | Reading/ELA | |
| 2. | Writing | Ensure equal access to learning to all students including minorities, economically disadvantaged, and special populations. e-books, flash cards, and practice modules will be available to all participant students for classroom work as well as homework via mobile device. Reasonable accommodations may apply. |
| | Mathematics | |
| | Science | |
| | STAAR- % AT PHASE-IN 1 LEVEL II OR ABOVE- | |
| | By Subgroup Dr. Garza Elementary 2013 | |
| 3. | Subgroup- All subjects | As a result of specialized professional development, teachers will be able to produce and identify specific learning materials such as video and audio modules that will be accessible within the student-assigned mobile devices for Science. The grant will also enable the implementation team to provide appropriate software or apps such as simulators, math games and advanced math applications and make them available to students via mobile devices. Students will have the mobile device 24/7; therefore, all day accessibility to these math tools will highly affect student performance. |
| | Hispanic | |
| | Economically Disadvantaged | |
| 4. | Enhance Science and Math student performance and ensure higher scores. | All participant teachers will be provided with the proper professional development training to enable them to implement and successfully manage what we call a "classroom of the future" otherwise known as <i>the 21st Century Classroom</i> . Our privileged teachers will be able to teach and provide our learners with a greater learning experience with the help of a 1 to 1 mobile device in the classroom in addition to wireless printers, headphones, mobile device projectors and advanced document cameras. |
| | Specialized professional development for campus staff with one to one mobile initiative | |
| 5. | Increase Parental Engagement and involvement | Parents, Students and Teachers will receive appropriate training to ensure better communication between parents and teachers to enable parents to seek a more effective method of involvement in their children's status. Bringing parents and students together for mutual training increases engagement and impacts performance through the use of mobile devices with 24/7 accessibility. |

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Schedule #14—Management Plan

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications.

| # | Title | Desired Qualifications, Experience, Certifications |
|----|---------------------|--|
| 1. | Program Coordinator | Self-motivated, able to make decisions, conduct training, communicate effectively, prepare detailed instructions; Knowledge of systems and IT concepts and basic operating principles of data communication; PCs, and software. 5 years' experience in Technology; Master's Degree |
| 2. | Teachers | Highly qualified 5 th grade Elementary teachers with minimum of 5 years' experience in the classroom |
| 3. | | |
| 4. | | |
| 5. | | |

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Objective | Milestone | Begin Activity | End Activity |
|----|---|---|----------------|---------------|
| 1. | Teacher proficiency for mobile device implementation | 1. iSafe: Teacher & Student Internet Safety | June 17, 2014 | July 1, 2014 |
| | | 2. Top iPad Apps for Teachers | June 23, 2014 | June 23, 2014 |
| | | 3. Web 2.0 Tools | June 23, 2014 | June 23, 2014 |
| | | 4. Microsoft Office: Fundamentals | June 19, 2014 | June 19, 2014 |
| | | 5. The Cloud: Introduction to concept and services | June 19, 2014 | June 19, 2014 |
| 2. | Provide Digital content training | 1. Project Meeting: Implementation Strategy | Oct 1, 2014 | Oct 1, 2014 |
| | | 2. Classroom Management Apps | Oct 6, 2014 | Oct 9, 2014 |
| | | 3. Apps for Teaching in the Classroom | Oct 13, 2014 | Oct 17, 2014 |
| | | 4. Content Production: PDFs, Graphics, Simulations | Oct 20, 2014 | Oct 30, 2014 |
| | | 5. Video, Audio and Graphic editing and production | Oct 20, 2014 | Oct 30, 2014 |
| 3. | Student & Parent Orientation for Mobile Device Implementation | 1. Project Meeting: Rollout and Procedures | Nov 3, 2014 | Nov 3, 2014 |
| | | 2. Parent Orientation: Lending Program Introduction | Nov 10, 2014 | Nov 10, 2014 |
| | | 3. Student Orientation: Mobile Device for Learning | Nov 12, 2014 | Nov 12, 2014 |
| | | 4. Mobile device rollout | Nov 13, 2014 | Nov 13, 2014 |
| | | 5. Student Hands-On Training with Mobile Device | Nov 13, 2014 | Nov 13, 2014 |
| 4. | Implementation in classroom of mobile devices | 1. Project Meeting: Student Training | Dec 1, 2014 | Dec 1, 2014 |
| | | 2. Student Evaluation: Academic and Technology | Dec 3, 2014 | Dec 3, 2014 |
| | | 3. Student Training: Work and Project production | Dec 3, 2014 | Dec 3, 2014 |
| | | 4. Student Usage of Mobile Device Evaluation | Dec 16, 2014 | Dec 16, 2014 |
| | | 5. 100% usage of mobile device in classroom | Jan 23, 2015 | Jan 23, 2015 |
| 5. | Project Evaluation & Reaching Major Goal | 1. Project Meeting: Project Assessment | Feb 9, 2015 | Feb 9, 2015 |
| | | 2. Student Portfolios | Feb 11, 2015 | Feb 11, 2015 |
| | | 3. Student Usage of Mobile Device Evaluation | Feb 16, 2015 | Feb 16, 2015 |
| | | 4. Student Academic Achievement (Before & After) | Feb 18, 2015 | Feb 18, 2015 |
| | | 5. Project Meeting: Reaching the Goal | Feb 23, 2015 | Feb 23, 2015 |

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only.

Monitoring is the continuous, systematic collection of data on specified indicators to provide indications of progress toward objectives and the achievement of intermediate results along the way. A key aspect of ensuring implementation fidelity and influencing overall campus improvements are the **frequent and detailed monitoring and reporting of the programs' goals and objectives**. The coordinator will make site-based observations **at least once each week** for obvious signs of difficulties, and a more in-depth review on a monthly basis. Weekly meetings will take place with the 5th grade teachers to discuss any issues resulting from the introduction of hand held technology. Dr. Raul Garza Elementary campus will develop a Professional Development Implementation Plan at the campus level aligned with the District Technology Plan filed with TEA. Campus and district leaders will incorporate effective strategies for the ongoing assessment and evaluation of professional development activities. SBCISD will implement continuous improvement as an ongoing effort to improve services or process and procedures based on progress results. These efforts will seek to accomplish improvement over time using a four-step model that includes **Planning**: Identify and opportunity and plan for change based on pre-existing conditions and what the data show; followed by **Implementing** some change on a small scale; and then, **Using** the data to analyze results of the change and determine whether it made a difference. The last step will be to take those results, if successful, and **Cast** a wider net **and Continue** to assess results. If the change does not work, the process will be repeated. The grant coordinator will meet with campus key staff involved with grant implementation to discuss how grant elements are affecting target students campus and campus performance. Feedback will be solicited by other methods using technology such as mass survey through the school system's Blackboard Connect, on line surveys and email responses. Based on feedback, the coordinator will communicate program changes or adjustments via face-to-face meetings, chat, email, or phone conference with all participating staff.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success?

SBCISD administered a TLPG at another elementary campus and numerous other technology efforts. SBCISD is in the final year of the Texas Title I Priority School Grant that entails the use and care of technology and hand held devices; in essence, the implementation of a lending program at one of the Middle Schools. To that end, this Middle School campus has designed and improved upon a Lending Agreement that was utilized at the beginning of the 2012 School Year with the issuance of an iPad to each student one grade level at a time. Dr. Garza's resources include title IID Technology and title IIA Principal and Teacher Improvement federal funding that the TLPG would supplement. Furthermore, all campuses will coordinate efforts to maximize effectiveness of grant funds through the sharing of existing resources at no additional cost to the grant such as Technology Department staff, infrastructure upgrades, policy creation and implementation. Additionally, each school campus has an Integrated Learning System: Web-based Compass Learning Odyssey computer lab and for special populations, MindPlay curriculum are adapted. Elementary schools also supplement their curriculum by Istation software aligned with the state mandated TEKS. The Istation curriculum and Compass Odyssey also create a school-to-home connection. The District adopted an electronic textbook Learning.com for PreK-6 students that develop technology literacy. For the scope and sequence of core courses for K-12, San Benito CISD implemented on-line curriculum TEKS Resource System. The Project will ensure that Dr. Raul Garza Elementary will remain committed to the project's success by starting with the end in mind and not losing sight of the objectives; **creating a team of teachers who will be empowered to provide guidance in the direction the program is going and making recommendations; providing professional development in related and specific areas of digital content and instructional materials to be used in the classroom; involving the "users" of the program, whether it be the teachers, students, or support staff in the implementation of the program in whatever capacity they are qualified to provide input or cooperation. The parents, children, and Dr. Raul Garza staff involved in the implementation of the grant will all sign a commitment form that will include their involvement in the technology-lending program.**

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Schedule #15—Project Evaluation

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each.

| # | Evaluation Method/Process | Associated Indicator of Accomplishment | |
|----|---|--|--|
| 1. | Review check out list/ process requires it done weekly | 1. | Number and percent of students who checked out a device as part of the technology lending program by grade level |
| | | 2. | |
| | | 3. | |
| 2. | Review checkout list/asses the use of program by economically disadvantaged students | 1. | Number and percent of eligible economically disadvantaged students participating in the technology lending program |
| | | 2. | |
| | | 3. | |
| 3. | Continue use of survey tools to ensure that those w/o access to internet may be provided access | 1. | Number and percent of eligible economically disadvantaged students who had Internet access installed in their residences as part of the technology lending program |
| | | 2. | |
| | | 3. | |
| 4. | Review lesson plans to obtain number and name of digital content courses on a weekly basis | 1. | Number and names of courses using digital content at the participating campus |
| | | 2. | |
| | | 3. | |
| 5. | Review the TLPG grant plan to view work assigned as result of TLPG on a weekly basis | 1. | Number and percent of teachers on participating campuses assigning work to students as a result of the technology lending program |
| | | 2. | |
| | | 3. | |

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project?

SBCISD, particularly the Dr. Raul Garza Campus administration, agrees to collect and report the data for the mandatory performance measures stated in the Program Guidelines, Program Evaluation. Dr. Garza will use the process developed by the MJMS and Sullivan Elementary campuses to collect and report the required data. Dr. Garza will **collect data and report on the program-level data program activities** and the progress and/or assessment of the 73 students to be served by the lending grant. The methods of evaluation for the project provides for examining the effectiveness of project strategies include the **use of objective performance measures and indicators of program accomplishment** that are clearly related to the intended results of the project. Ongoing evaluation will produce quantitative and qualitative data to the extent possible with **processes for collecting academic data at the student-level including achievement results and attendance data.** A formative evaluation process will provide the **identification and correction of problems** throughout the duration of the grant project. Formative evaluations will be conducted as a basis for improvement and will be conducted periodically at a minimum of two times a year. Project will ensure that the process and accountability measures that Dr. Garza Elementary uses to evaluate activities funded under this LTPG are effective in integrating technology into and enabling students to meet challenging State academic content and student academic achievement standards. The evaluation plan is designed to measure impact on target students and teachers conducted by an ongoing internal monitoring process. The evaluation will examine the conduct of the project and issue a determination of the **effectiveness of the activities** and implementation of Project activities. Online assessments will be administered to measure technical skill levels and levels of preparedness to gauge improvement plan. The evaluation will measure the infusion and impact of 24/7 technology access on learning and teaching. Observations will highlight methods to improve teaching, technology integration, and student success as the ultimate outcome. All data will be used to improve, refine, and correct deficiencies in technology-based teaching. Evaluation results will be used to analyze strengths and weaknesses on an ongoing basis to strengthen or improve upon existing programming.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe how it will use funds to implement or enhance a technology-lending program to loan students the equipment necessary to access and use electronic instructional materials.

Dr. Raul Garza Elementary will use funds from the Technology Lending Program Grant to support the implementation of a lending program designed to allow students access and use of electronic instructional materials. Dr. Garza Elementary administration and the District Technology Department have designed this grant program to meet the identified needs of 5th grade students at Dr. Raul Garza Elementary School at the San Benito CISD. The design is created to utilize grant funding for the maximum benefit of the students. Taking into consideration all the requirements, the program will use funds only for the purchase of equipment and supplies as allowed. Funds will be used to purchase the following:

- Mobile devices
- Carrying cases
- Shipping costs
- APA + Insurance
- Productivity software
- Contracted maintenance agreement
- Residential high speed wireless internet access for students
- Power Carts

Through the purchase of these digital devices, the school will implement a lending program that will allow participants to access electronic instructional material to reinforce and supplement the existing teacher-led instruction. This project is designed to purchase digital devices for checkout by students that will allow them to access electronic instructional material at school, at home anytime/anywhere. Currently, the plan is to provide a one-to-one pairing (of student to electronic device) to provide equitable access and accommodation for students limited access to technology who are falling behind in class grades. This effort may allow them an opportunity to catch up to their classmates' grade level. Studies suggest that many students from disadvantaged homes need stronger support from their schools if they are to master "technology knowledge and skills." Without such devices outside the school setting, these disadvantaged students fall further behind in the experience of using such devices and with it, miss the technical skills. Studies also suggest that students need access to these devices in and out of school on an anytime, anywhere basis (24/7/365). The district has an economic disability rate of **82.9%**, which is **22.5 % higher than the state average of 60.4%**. Many families at this school are unable to afford the cost of neither digital devices nor internet access. The TLPG funds are earmarked to help bridge the gap between those who have digital devices and internet access and those who do not. In designing the program, various factors were taken into account to ensure that all participants including those who are economically disadvantaged or with disabilities have access to personal technology devices. The plan includes the ability to check out these devices in a similar fashion as library books. Participants who do not have internet access will receive wireless capability to access internet from home. Currently, a survey conducted by the District indicates that approximately 14% of the participants' households responded they either have dial up or do without wireless internet access. Therefore, the plan includes the purchase of wireless internet access to enable the digital devices to function at optimum capability. The purchase of wireless internet access will require that the Internet Service Provider (ISP) be available to provide technical assistance to the student or parents as technical issues arise. Additionally, project funds will be used to purchase maintenance agreements and insurance to further protect the investment of the grant. Parents will be asked to become the responsible party for the device and agree to pay for the repair if it is broken. Knowing that we cannot force parents to comply, the device will be repaired by the District but the child will have limited check-out privileges thereafter. The Dr. Raul Garza Elementary TLPG program has developed a lending agreement for the participants that addresses the appropriate use of the Internet. The agreement also references the district Acceptable Use Policy that further clarifies what "acceptable use" means. The TLPG program has developed a lending program procedure that will be used to further instruct the parents and students regarding the lending agreement and the Acceptable Use policy. With the many threats and predators on the web, the program cannot be too cautious in ensuring the security of the students. Additionally students will receive two sets of training; one will be an orientation on why they are getting a mobile device and how to use it and to explain District and school policy and procedures. Right before the students receive their mobile devices they undergo training. This second one will be a hands-on training so the students understand the instructional value of the device; the importance of having such a device; and the implementation of the program.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

Statutory Requirement 2: If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The San Benito CISD has purchased lending equipment through the Texas Title I Priority School Grant funds at the Miller Jordan Middle School to implement a Transformation "turnaround" model. In addition, Sullivan Elementary was awarded a Technology Lending Program Grant in 2012 and has acquired thousands of dollars in technology equipment for use at Sullivan Elementary.

The district has opted to purchase hand held mobile devices to issue to the students via a lending agreement developed with two previous technology grants. This Agreement will be reviewed and updated to be shared with the TLPG project at Dr. Raul Garza Elementary. The District has received the SB 6-created Instructional Materials Allotment (IMA), which provides additional options to select state-adopted instructional materials, and non-adopted materials and technology equipment. These funds were received at the beginning of Program Year 2011 and were used to purchase the instructional materials that enabled them to certify they have the materials that cover all the TEKS and will assist in satisfying performance standards on the statewide assessment. They are using IMA strictly for the purposes allowed by statute. The District purchased the instructional materials they are using to support the teaching and learning of the curriculum established by the State Board of Education (SBOE) as outlined in the Texas and others to support all students to have access to online resources. The IMA allotment was allocated by campus and was used to purchase equipment such as projectors, iPads, iPad cases, TEKS Resource System kits, Pre-K Kits and Curriculum, Novanet, iMacs, mounting equipment, software for Kindle Fire, etc. Although this is not lending equipment, it will be used in a cohesive manner to support District efforts to ensure all students have dedicated access to a technology device.

In 2011-2012, the District received \$56,104.00. Unfortunately, those funds were insufficient to meet the need to accommodate the students on a one to one dedicated device and the TLPG will support that effort. Since then, the District has received additional funding for technology; however, it is not sufficient to meet the needs of the respective campuses. Presently the most recent allotment has not been spent pending a decision on how to best spend the money across all campuses. With limited funding availability, a decision will be made to apportion the monies in a fair and equal manner to ensure the benefit of all campuses.

In 2013-2014, Dr. Raul Garza Elementary received \$ 33,449.48 but could not spend the money on technology equipment due to the fact that Proclamation 2014, the district has to adopt Math and Science Instructional materials. The district received about \$900,000 in 2013-2014 but those funds are insufficient to purchased textbooks so the district are going digital for Science (K-5th) and digital for Math (3rd – 5th).

Dr. Garza's technology plan also includes using other funding sources to acquire advanced technology hardware such as digital cameras, video cameras, video cameras, iMovie cameras, iPads, projector bulbs, Elmos, televisions, etc.) and software (such as Odyssey, Imagine Learning, and MindPlay) to provide expanded access to students and maintain the wireless access campus wide.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

TEA Program Requirement 1: Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school

The Technology Lending Program aligns with existing **Mission and Goals** of the San Benito CISD:

"The Technology Plan for 2013-2016 directly supports the Mission of San Benito CISD by ensuring an engaging, relevant, and future-focused system of education for young learners preparing each student for success and productivity as a lifetime learner, a world-class communicator, a competitive and creative knowledge worker, and an engaged and contributing member of the emerging global digital society."

and the Vision of Goals:

- San Benito Consolidated Independent School District, in cooperation with the greater community, will empower students, school personnel, and community members to be lifelong learners. By integrating the latest technology into a well-balanced Pre-K-12 program, San Benito CISD will prepare students for success in a global community.
- By the year 2016, every student in San Benito CISD will be technologically literate ***by the time the student finishes the eighth grade***. Teachers will utilize a variety of innovative technological approaches to produce graduates who are successful in the workforce and in college and are equipped with sophisticated information technology skills.
- By the year 2016, all teachers will utilize a variety of innovative technological tools to produce graduates who are successful in the workforce and in college, and are equipped with sophisticated information technology skills.

Following the District's goals, the Dr. Raul Garza Campus Improvement Plan, Goal 6 reads: *All students will have access to instructional technology in the classroom on a daily basis; and Objective 1. 100% of all students will have access to software and equipment to utilize during multimedia project creation to enhance instruction in reading, writing, science, social studies, math, and technology applications.* The intended Activities and Strategies for this goal that directly align with the lending program are: (1). Academic instruction will include technology integration and proper connectivity linkages, with central focus on the immersion of the technology TEKS, and provide students with the 21st century skills necessary to make informed decisions about technologies as a tool for information acquisition, problem solving, and communication; (2) The campus will acquire additional advanced technology hardware (such as but not limited to digital cameras, video cameras, iMovie cameras, iPads, projector bulbs, Elmos, televisions, etc.) and software (such as but not limited to Odyssey, Imagine Learning, and Lexia) to provide expanded access to students and maintain wireless access campus wide; and, (3) Special Population groups will have access to computerized programs that will enhance instruction such as SRI, IStation, Think Through Math, Mind Play, Spelling City, and Imagine Learning.

The TLPG also aligns directly to the Long Term goals and Long Range Plan:

GOAL 1: Teaching and Learning- to provide environment and tools that encourage curriculum enhancement through the integration of innovative and emerging technologies that transform the teaching processes and improve student achievement.

GOAL 2: Educator Preparation and Development- for district and the campuses to provide standard-based intensive professional development rooted in the core vision, not simply around technology for its own sake, to empower every teacher, principal and administrator with technological-fluency.

GOAL 3: Administration and Support Services- to provide effective leadership anchored in solid educational objectives in integrating technology into teaching and learning, and improving effectiveness and efficiency of the infrastructure.

GOAL 4: Infrastructure for Technology- to provide a secure, cost-efficient, effective, and safe educational technology infrastructure to all SBCISD students and educators.

The Technology Lending Program address these four technology goals and will ensure the campus will be one or more steps closer to attaining Target Tech status one goal at a time. **Dr. Garza is at 64%** toward achieving that ultimate goal.

The District's Textbook Mission Statement reads: To provide each teacher and student with the necessary state-adopted books. The proposed Technology Lending Program Grant proposes to focus on the foundation subject areas of 5th grade Math and Science for which the school has adopted digital content at Dr. Garza Elementary Campus. The 5th grade at the campus will serve as a proposed second "pilot" site for the Technology Lending Program Grant. SBCISD will design and implement a technology-lending program at Dr. Garza Elementary to loan students the equipment necessary to access and use electronic instructional materials. Furthermore, students who do not have internet access at home will be provided access to allow them to continue the school day work at home and have anytime, anywhere access to IT 24/7.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

TEA Program Requirement 2: Applicant must describe how it will prioritize campuses with the highest need for a technology-lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SBCISD has prioritized campuses with the highest need for a technology lending program based on capacity of campus administration and staff to design and implement; and is best prepared in regards to being wired to accommodate a technology lending program. The Technology Department assessed the technology needs; and the Technology Director and Assistant Superintendent conducted a needs analysis of the District schools. We also used the Campus STaR Chart, DIP, and CIP. Once a decision was made, a survey was taken of the 4th grade students who will be in the 5th grade at the district next year. First, a survey was sent out to parents of the 4th grade students in the Dr. Garza low income neighborhoods. The results of the survey indicated that approximately 10-15 students will require Wireless Internet Access at home for research and homework. It was interesting to discover that some homes in the area with internet access are still using dial up connectivity. With the assistance of the TLPG, we can be instrumental in bringing these homes into the 21st century to complement the technology efforts made at the school.

The SBCISD acknowledges that the development of high-technology learning tools holds promise for leveling the playing field and ensuring equity in educational opportunity for all students in all schools. Technology deployed in education can help remove inequities between the schools of cities and rural districts. Technology can become the force that equalizes the educational opportunities for all children regardless of location and social and economic circumstance. Unfortunately, students in SBCISD who have not had equal opportunities to learn and who perhaps could most profit from high-technology applications often do not have equal opportunities to use these applications.

The U.S. Department of Education acknowledges the special need for equitable access for urban, rural, and disadvantaged schools. Without equitable access, the gap between those "with" technology access and those "without" will widen, further exacerbating the already troubling disparity in the quantity and quality of educational resources that are available to different populations because of location or socioeconomic conditions. At the SBCISD, we include "Resources to support student's needs must be provided," as a core value and equitable inclusion for all students regardless of their economic status and/or physical or mental impairment. The TLPG will concentrate on one grade level at the Dr. Garza Elementary Campus to include all children in the 5th grade and ensure that we can provide access to lending equipment and internet connectivity to all program participants. With an economically disadvantaged population of 92.2%, we can state that *each individual student has the greatest need* and the program will take advantage of the opportunity to increase the child's horizons beyond the four walls and beyond the school bell. With 24/7/365 anytime, anywhere access, using technology, the Dr. Garza campus expects to show a significant improvement in their performance.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

TEA Program Requirement 3: Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed lending program at Dr. Raul Garza Elementary in San Benito Texas aligns with current curriculum, instruction, and classroom management policies and practices. The SBCISD adheres to the Family Educational Rights and Privacy Act (FERPA) and has an approved 2013-2014 district technology plan on file with TEA. The Campus maintains the STaR Chart to self-assess its technological pulse and record its level of proficiency towards reaching its *Long-Range Plan for Technology, 2006-2020*.

The San Benito CISD planning involves a four-step cycle of Technology Integration as listed below:

Step 1: Planning, Investigation and Experimentation- Schools go through an initial stage of planning and experimentation in which a few educators begin using technology in non-traditional ways and become technology proponents

Step 2: Initial Capital Investment- Once a school / district is convinced of the value of educational technology, initial investments are made to bring technology into other schools

Step 3: Readjustment- As educators become increasingly comfortable with technology and its potential, they expand the scope of activities that utilize technology. Schools readjust investments, expectations, and teaching methods to take advantage of expanding resources technology makes available to improve performance and achieve concrete educational objectives

Step 4: The Emergence of New Working Organizational Model - Technology becomes an essential tool for students and educators. It allows the flexibility to create new forms of collaborative and inquiry-based learning and, at the same time, improves academic performance

The Technology Lending Program supports the integration of technology in that teachers have received an abundance of appropriate professional development in the use of digital content and additional sessions will be provided within the first three months of the grant period. The campus has advanced through the four steps described above and is prepared for technology immersion. The initial plan is to equip all the 5th grade students with a dedicated hand held device to support their classroom activity and extend learning past the bell and beyond the classroom walls. In support of the lending equipment project, the campus will acquire additional advanced technology hardware such as digital cameras, video cameras, iMovie cameras, iPads, projector bulbs, Elmos, televisions, etc., and software such as Odyssey, Imagine Learning, and Lexia to provide expanded access to students and maintain the wireless access campus wide.

Academic instruction at the campus includes technology integration and proper connectivity linkages, with central focus on the immersion of the technology TEKS, and providing students with the 21st century skills necessary to make informed decisions about technologies as a tool for information acquisition, problem solving, and communication.

To support student learning, and individualization of instruction, additional resources and instructional materials will be acquired for Special Ed, 501, LEP, migrants, students of mobility, and academics in the areas of Reading, Writing, Math, Science and Social Studies for K-5th grade students. Special populations and Core content subjects are all included as part of the TLPG grant and other funding sources are support this effort.

At SBCISD and Dr. Garza Elementary, Special Population groups have access to computerized programs such as SRI, IStation, Think Through Math, Mind Play, Spelling City, and Imagine Learning that align with the lending program to enhance instruction.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

TEA Program Requirement 4: Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Electronic instructional materials are being used in the core content areas across the District as funds permit in all grade levels. The District is cognizant of the three parts of the eligibility requirement that must be considered for this project and offers the following:

- SBCISD has either already **Adopted** and using, or planning to use the digital instructional materials during the 2014-15 school year.
- SBCISD is using or planning to use **Digital Materials**, as defined by the Texas Education Code (TEC 31.002). These digital materials include supplementary resources such as computer software, magnetic media, DVD, CD-ROM, computer courseware, on-line services, electronic mediums or other means of conveying information to the student or otherwise contributing to the learning process through electronic means, including open-source instructional material.
- The **Foundational Subject Areas** that will be in focus for the TLPG grant are Mathematics and Science.

Specifically, the District uses the Commissioner's List of Technological Equipment Providers to prioritize their purchases allowable with IMA funds. SBCISD has an established relationship with approved vendors such as SMART Technologies, Dell, Promethean, and Hewlett-Packard. In addition, the District utilizes the Commissioner's List of Electronic Instructional Materials when considering their digital requests, specifically with IMA funds. The district also has a history of collaborating with digital content providers such as SRA/McGraw Hill for ELA and Reading; Glencoe/McGraw Hill for Literature; Pearson Longman for teacher and student resources; iStation for ELA and Reading, and Compass Learning, also for ELA and Reading from K-12.

Students currently utilize the Odyssey Lab and the Motivational Math program to reinforce skills and concepts taught in classroom. To support student learning, and individualization of instruction, additional resources and instructional materials will be acquired for SpEd, 501, LEP, migrants, students of mobility, and academics in the areas of Reading, Writing, Math, Science and Social Studies.

Academic instruction includes technology integration and proper connectivity linkages, with central focus on the immersion of the technology TEKS, and provide students with the 21st century skills necessary to make informed decisions about technologies as a tool for information acquisition, problem solving, and communication. Special Population groups have access to computerized programs that enhance instruction such as SRI, iStation, Think Through Math, Mind Play, Spelling City, and Imagine Learning.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

TEA Program Requirement 5: Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds.

Developing highly qualified teachers can be accomplished through well-constructed professional development. San Benito CISD provides high-quality professional development for all administrators, teachers, and teacher assistants to assist the district in meeting an Exemplary Rating. Teachers participate in technology trainings and make use of digital tools and resources to promote higher-order thinking. District trainings promote engagement and foster positive student learning. They utilize the latest best practices in the classroom. Teacher training is recognized as the "single most effective milieu" for expanding technology literacy (New Media Consortium, 2005). The participating campus, Dr. Raul Garza Elementary, will develop a Professional Development Implementation Plan at the campus level that is aligned with the district technology plan filed with TEA. Campus and district leaders will incorporate effective strategies for the ongoing assessment and evaluation of professional development activities. The District Technology Director has ensured the training in the use of digital content has already occurred. Professional development and training in preparation for the use of digital content and other instructional material has been provided in Moodle; Compass Learning; Microsoft Excel & PowerPoint; Creating Instructional Games using PowerPoint; Integrating technology in the Classroom; Google Documents; Creating a Podcast; Region One Media Coop List; Mobi Clickers; Internet Safety (iSafe); iTunes U; TeacherTube; Project Share; and Animoto. Additional training has been scheduled and will be occurring no later than during the first three months of the grant period at no cost to the grant. More training in digital content has been scheduled at these times in these areas: Classroom Management Apps on October 1, 2014; Content Production Hands-on Training: PDFs, Digital Graphics, Simulations, Video and Audio editing and production on October 20 - 30, 2014; and Apps for Teaching on October 13, 2014. The district understands that *Professional Development* is not an allowable cost on this grant and is agreeable to funding professional development in the use of digital content that occurs during the first three months without the use of grant funds for the benefit of the TLPG.

TEA Program Requirement 6: Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Existing infrastructure at Dr. Garza Elementary supports students' use of devices to be provided through the grant. The Campus is "infra-structurally" prepared according to the Campus STaR Chart. The campus is at Advanced Tech classification in Key Area IV: Infrastructure for Technology; with a Level 3 out of a possible 4 in the area of Infrastructure with Internet Access, Connectivity, and Internet Speed. The Campus also rates Level 3 for the areas of Technical Support; Local Area Network (LAN), and Wide Area Network (WAN); and Distance Learning Capacity. It lags behind in the Students per Computer ratio of 2:1. The district's Wide Area Network (WAN) is a multi-homed star topology, two Smart Trunks, 17 GigaMan (1000 MB Fast Ethernet), 3 Point-To Point T-1 and two Select Data (PRI) circuits at the central hub located at the administration building. Dr. Garza and each other elementary school is linked to the hub with one GigaMan circuit. The support sites are linked to the hub with 200 MB Fast Ethernet circuits. The district hybrid digital telecommunication Inter-Tel PBX has two smart trunks with 69 dynamic channels and 12 Local plus Valley-wide lines. These circuits supply high-speed voice, data, and video communications. The hub also provides 4 select data circuits with 96 channels for dial-in remote (home) access to all educators. Internet access to the district hub has an unshared bandwidth of 140 MB with three Internet Service Providers. To comply with the Children's Internet Protection Act (CIPA), the contents of Internet resources are filtered using content filter and anti-virus protection software. A Firewall with one fail-over unit renders security from external cyber- attacks. The central site is also equipped with Web servers, E-mail servers, Radius Authentication servers, DNS servers, FTP server, Student Information System (SIS), Financial Services servers, and some curriculum application servers. Each site has its own FTP, DNS, and DHCP servers. Each Campus has a networked IP Surveillance System and temperature monitored HVAC system. The district has one direct T-1 circuit from Region One Education Center to the district. This circuit video network is used for Professional Development and Gear-Up courses. Currently, the student to computer ratio in the district is about 2 to 1. Teacher to Computer ratio is 1 to 1. Each classroom has 3-10 computers connected to the Internet and a dedicated teacher workstation and a laptop. All teachers' laptops are configured for remote as well as wireless access. Each elementary school has two multipurpose computer labs equipped with 25-30 computers and two networked printers. In addition, each department in secondary schools has a well-equipped multipurpose computer lab.

Schedule #17—Responses to TEA Program Requirements (cont.)**For TEA Use Only**

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TEA Program Requirement 7: Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed TLPG Project anticipated that the majority of student participants to be checking out digital devices would not have access to the internet from their homes. The campus conducted a survey to identify the families of Dr. Garza Elementary students in the 4th grade that have/not have internet access at home. A greater number than expected responded affirmatively to having internet access; however, some still have dial up and will need to be upgraded to high speed/wireless. Therefore a plan has been created to accommodate those students who fall into this category. The plan will secure 10-15 units of internet access for 15 families of students who have dial up or do not have internet access at home. Plan needs ensure that internet access is not already available at the residence before providing for it. A campus technician will make home visits to ensure the home has no service and explain the process to the families. The plan is to ensure that students needing technology have a device with internet access for educational purposes. The devices will be equipped with internet accessing features whose cost will be covered by grant funding. The plan will ensure that the Internet Service Provider (ISP) will provide technical assistance to the student or students' parents using the digital devices that may occur while the device is on loan to the student. The plan includes having families of participating students review and sign the district's "Technology Lending Agreement" of which a copy will be provided for their files. The agreement assures the student and family will have a reference on how to use borrowed equipment properly, how to care for it, and what their share of responsibility is in case of loss or theft. The agreement further provides that the student use of technology on loan and internet access will be used solely for educational purposes and privileges may be lost or limited due to negligence or not abiding by the contents of the written pact.

TEA Program Requirement 8: Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Existing *technical support* at Dr. Raul Garza Elementary supports students' use of technology devices to be provided through the grant. The campus will make use of the District's Meraki Mobile Device Management (MDM) system along with direct assigned **campus technician support**. Each campus has a technician assigned to their technology needs and is responsible for ensuring the campus needs are met.

The district has a new MDM system that replaces the old one but with improved capabilities. The new MDM system allows the District to support, monitor, and report on mobile devices, service, infrastructure, and applications across all major platforms. It supports iOS, Android, Blackberry, Symbia, and Windows Mobile. Therefore, regardless of the devices the campus elects to purchase for the students, the mobile device management (MDM) solution will allow the ability to monitor and troubleshoot problems remotely, making it more efficient and more cost effective for IT support of the mobile. Additionally, MDM solutions offer basic device lifecycle management capabilities such as device provisioning, lock, and wipe making the device more secure and protecting the mobile enterprise end-to-end by safeguarding sensitive data, shielding the network from mobile threats, maintaining compliance with regulatory and corporate policies, and making the administrative process simple and intuitive. The Cisco Meraki wireless has built-in support for BYOD, making it easy to securely support BYOD — without extra appliances, licenses, or complex configuration. Students bringing their own devices to school have improved security keeping the network access secure without causing an undue burden on IT personnel.

Devices acquired with the TLPG funds will be safeguarded for internet usage and will prohibit use of social media by the user such as Facebook, Twitter, and YouTube. Use of devices will be limited to educational use only. Should an educational video be available for teacher instruction, the teacher will be able to download and share with the class.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

TEA Program Requirement 9: Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Mr. Eduardo Farias, Instructional Technologist with many years of experience, will administer the project. Mr. Farias is a member of the Technology Department with the San Benito School District, and his salary is paid 100% from non-grant funds. Mr. Farias will be the contact person to oversee the program from an outside perspective since Mr. Farias is not housed at Dr. Garza Elementary School. He will view the program objectively also acting as a monitor or quality assurance official. His focus will be to ensure that the program is meeting its goals and objectives. During his regular visits to Dr. Garza Elementary, he will ensure that the teachers comply with the requirements of the grant. He will review documentation showing that the grant's goals are being addressed, are being met, or have been met. His job will not only consist of dealing with the teachers but also in ensuring that the infrastructure is there to support digital learning. He will review professional training logs to ensure that professional development in digital technology has been completed. He will ensure training is occurring between October 2014 and December 2014 and that those scheduled for training are completing their courses. This will help the participating teacher create digital instructional materials that must be approved to insure they are aligned to the foundation subject areas adopted by the school district.

Mr. Farias' vast experience with technology will enable him to identify and diagnose a problem with the program. He will easily identify a problem, should it occur, and refer it to the appropriate department or area. For example, if there is a problem with the infrastructure at the school he readily knows who to call to fix the problem. He has great support from his supervisor, Mr. Benny Villarreal, who is the Director of the Technology Department. Together, and with staff support, they will give the program the attention it requires to get it off the ground. Mr. Farias knows the protocol on how to handle a problem with electronic equipment. The program will include the purchase of insurance and maintenance agreements for the mobile devices that will be issued to all the 5th graders. If there should be any problem he will refer the broken or disabled unit to them, following standard district policies and procedures for handling the situation that may arise.

Mr. Farias will also make sure that the school's Technology Lending Plan for checking in and out digital electronic equipment is followed. Once the parents and the students sign the lending agreement and are aware of the acceptable use policy through orientation and training, students will be allowed to check equipment in and out from their home rooms. The school staff will have a check-out roster indicating the unit number, the time, date and to whom the equipment was released. A quick check of the equipment's condition both going out and coming in will be made by the teacher or assigned person.

Additionally the program will ensure equitable access of the digital accessing devices is provided to all participants. The goal of the program is to ensure that all students, including economically disadvantaged students and students with disabilities, have access to a personal dedicated technology device.

The project will be providing each 5th grade student with mobile devices, therefore the need for student to compete for the equipment is neutralized. However, Mr. Farias will ensure that all teachers are keeping track of the equipment and report problems as they arise to avoid total losses.

The grant will not replace lost, stolen, or damaged equipment; however, the grant allows the purchase of insurance and maintenance agreement to replace or repair it. Even so, every effort must be made to ensure that the parents/guardians, and students do not misuse the equipment and hopefully use the equipment in an environment that is safe for the equipment. Parents will be charged with the responsibility of maintaining the units in good working condition and told they will be responsible for the repair should the unit be damaged. If they cannot afford the fee, the District will absorb the cost and the student will be allowed to use the unit but with limitations. The district will assign Mr. Farias to support the TLP grant and ensure the equipment is maintained and in proper working condition.

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By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 031-912

Amendment # (for amendments only):

TEA Program Requirement 10: Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The TLPG program at Dr. Garza Elementary School campus will purchase a variety of equipment for the 5th grade classrooms. They are currently planning to purchase 73 handheld devices; some with Wi-Fi, hot spots, and 3G capability. The Program will pay for the insurance for all the digital devices to further assist with the loss or damage of equipment that has been checked out by the students. The District will account for the technology lending equipment in the same manner as it currently does following District protocol. The first step naturally will be completing a purchasing order and receiving the equipment. Once received, the District Technology Department will tag, follow, and complete the necessary steps to ensure accountability. Insurance packages for equipment are typically purchased through an agreement to include extended warranty past the first year, but not to exceed the life of the grant coverage. The district's Acceptable Use Policy regarding usage and care of the devices will be followed. A set of campus guidelines will also be created for issues unique to the campus itself. Both teachers and students alike are expected to sign and abide by the policy. For the TLPG, parents will also be expected to sign and join in the compact that concedes that the parent will ensure that the child will take care of the equipment and use it along with internet connectivity for the sole purpose of conducting educational assignments and for research related to academic use. The TPLG Project at Dr. Garza Elementary will follow the San Benito CISD policy for accountable in the use of lending technology equipment. Currently the policy states that parents sign an agreement that they will take proper care of any equipment checked out to their children. They will ensure that the students use it appropriately and are responsible if lost or stolen. The check-out policy will also include any other part of the policy that gives the parents the responsibility for the care of the equipment. It will also include a safety component that speaks to the security of the internet access and the possible threats to be aware of when surfing the internet.

TEA Program Requirement 11: Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS).

The TLPG will implement the *Technology Lending Agreement* already developed by the SBCISD, which informs parents, guardians, and students, of their responsibility in the use and care for the digital device and the technology that it uses. The agreement addresses the responsible use and care of equipment, digital resources, and responsible use of the internet. The agreement provides that the student and the parents/guardians agree not to misuse the equipment and to use it in an environment that ensures the highest level of safety and protection of the equipment and the user (the student). The TLPG will provide for wireless internet access to those households without via hot spots. This means that parents and student must be aware of the inherent dangers of the Internet. Even though proper filters and safety measures are in place at the district in order to comply with the Children's' Internet Protection Act (CIPA), the program or the district cannot prevent the possibility of inappropriate use. They will need to understand the Responsible Use Policy. The program's plan is to provide the parents and student with orientation regarding addressing this. They will receive information regarding the policy and then asked to sign the lending agreement. They must understand that the lending of the equipment is a privilege. They must also understand that using these technologies comes with responsibility. The District has policies in place outlined in Students' handbook as well as on the District's website. The district also agrees to the requirement of maintaining the technology lending equipment in proper working condition if funded.

Before internet access is granted, the Technology Lending Agreement will verify students' demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Dr. Garza administration will ensure that students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior, ie.:

- a. Advocate and practice safe, legal, and responsible use of information and technology
- b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
- c. Demonstrate personal responsibility for lifelong learning
- d. Exhibit leadership for digital citizenship

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